

FILE B

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**English Language Arts: Writing
Item Information and Scoring Guide
Reference Sheet,
Writing Prompt and Learning Results,
Scoring Guide and Training Notes,
and Student Responses**

NOTE: Each student's total writing score is based on a response to the writing prompt **and** the reading/writing response item. (Refer to page C-66 for scoring information.)

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how the Maine Educational Assessment (MEA) writing prompt is scored. These pages contain the prompt accompanied by the following information.

- **Learning Results:** the content standards, followed by the performance indicators, that the item measured
- **Writing Scoring Guide:** the ten-point description used to determine the score, divided into two parts. Stylistic and Rhetorical Aspects of Writing (Topic Idea Development) are scored on a six-point scale, and Standard English Conventions are scored on a four-point scale.
- **Student Responses:**
 - one sample of student work for each score point value (6, 5, 4, 3, 2, 1), scored for Topic Idea Development
 - one sample of student work for each score point value (4, 3, 2, 1), scored for Standard English Conventions
 - one exemplar of student work that received the highest possible score points for both Topic Idea Development (6 points) and Standard English Conventions (4 points)

Writing Prompt and Learning Results

Write about an important lesson that children should learn.

Writing Prompt

Learning Results: F-1, G-2, G-4

Standard English Conventions

- F Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to
- 1 edit written work for Standard English spelling and usage, evidenced by pieces that show and contain
 - no significant errors in the use of nouns, pronouns, and adjectives.
 - few significant errors in the use of adjective forms (e.g., comparative, superlative), adverbial forms, prepositions, and prepositional phrases.
 - attention to the proper use of conjunctions.
 - no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words.
 - no significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less common capitalization conventions (e.g., capitalizing the names of nationalities).
 - no significant errors in the use of ending punctuation marks, few significant errors in the common uses of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks.

Stylistic and Rhetorical Aspects of Writing and Speaking

- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 2 write stories that include major events, develop settings, and deal with problems and solutions.
- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 4 write essays and deliver oral presentations which identify a clear topic and reliably support that topic.

Stylistic and Rhetorical Aspects of Writing Topic Idea Development

1	2	3	4	5	6
<ul style="list-style-type: none"> Little topic development and/or organization, few details Possible evidence of voice Simplistic language (wording and sentence structures) 	<ul style="list-style-type: none"> Limited topic development, focus, and/or details Evidence of voice Limited variety in language used (wording and sentence structures) 	<ul style="list-style-type: none"> Moderate topic development, focus, and details Some voice Some variety in language used (wording and sentence structures) 	<ul style="list-style-type: none"> Well developed with control and relevant details Consistent voice Variety in language used (wording and sentence structures) 	<ul style="list-style-type: none"> Fully developed with strong details Sustained voice and/or tone with emerging style Effective use of language 	<ul style="list-style-type: none"> Topic and details richly developed Distinctive voice, tone, and style Rich use of language

Topic Development

The overall effect of the response

Organization

The degree to which the response is:

- Focused
- Clearly and logically ordered
- Clarified by paragraphs

Details

The degree to which the response includes examples that develop the main points

Language/Style

The degree to which manipulation of language, including vocabulary, word choice, word combination, and sentence variety, is effective

Standard English Conventions

1	2	3	4
<ul style="list-style-type: none"> Errors seriously interfere with communication and/or Little control of sentence structure, grammar and usage, and mechanics in first-draft writing 	<ul style="list-style-type: none"> Errors interfere somewhat with communication and/or Few or no errors in simplistic or limited text in first-draft writing 	<ul style="list-style-type: none"> Errors do not interfere with communication and/or Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics in first-draft writing 	<ul style="list-style-type: none"> Control of a variety of sentence structures, grammar and usage, and mechanics Length and complexity of essay provide opportunity for student to show control of Standard English conventions in first-draft writing

Sentences

The degree to which the response includes sentences that are correct in structure

Grammar and Usage

The degree to which the response demonstrates correct

- Use of standard grammatical rules of English
- Word usage and vocabulary

Mechanics

The degree to which the response demonstrates correct

- Punctuation
- Capitalization
- Spelling

Training Notes for Writing Prompt

Student Responses Scored for Topic Idea Development

Topic Idea Development Score Point 6 Paper—page B-8

This is an example of a richly developed essay. The writer presents her emotions in relevant and effective details that build to form a strong overall effect. The tone of the piece is personal, as we can see in lines such as “They won. I lost. Simple as that. After this I usually stormed off to the safety of my bedroom and balled my eyes out...” Use of language is sophisticated—short, choppy sentences are used for a particular purpose and achieve a planned effect.

Topic Idea Development Score Point 5 Paper—page B-11

This essay fully develops the idea that “names do hurt.” The writer develops details that support a strong sense of personal experience. Voice is very clear in this first-person narrative. Tone and style emerge in clear examples of experience, and this quality engages the reader. Language is used effectively throughout.

Topic Idea Development Score Point 4 Paper—page B-13

This essay is well developed and contains pertinent details that support the topic. The writer conveys a sense of earnestness, the effect of which is a consistent quality of voice.

Topic Idea Development Score Point 3 Paper—page B-15

There are just enough details in this essay to achieve moderate topic development. For the most part, the writing remains focused, and the writer attempts to add variety in use of language.

Topic Idea Development Score Point 2 Paper—page B-16

This essay has little topic development, and a shift of focus reveals little control of organization. Details are very general. Variety in language is limited, and this flaw adds to the essay’s limited overall effect. A noticeable narrative approach adds some quality of voice.

Topic Idea Development Score Point 1 Paper—page B-17

This response has little topic development, few details, and simplistic language. The piece is organized with a beginning, middle, and end, but the writer misses the opportunity to include supporting details.

Student Responses Scored for Standard English Conventions

Standard English Conventions Score Point 4 Paper—page B-18

Control of conventions is demonstrated in text that is complex and engaging to the reader.

Standard English Conventions Score Point 3 Paper—page B-21

Errors do not interfere with communication, and there are few errors relative to the length and complexity of the essay.

Standard English Conventions Score Point 2 Paper—page B-22

There are noticeable errors in sentence formation and mechanics; but overall, ideas are communicated with reasonable clarity.

Standard English Conventions Score Point 1 Paper—page B-23

Sentence formation errors and errors in mechanics in simplistic text reveal that the writer has little control of Standard English conventions.

Exemplar Student Response Paper—page B-24

Topic Idea Development Score Point 6

This is a richly developed piece of writing with vivid details and effective use of language. Use of metaphor and simile is effective: “stress is a hurdle” and “the sun is . . . like blades of fire.” The distinctive tone and voice are set through effective inclusion of personal experience.

Standard English Conventions Score Point 4

The writer shows control of Standard English conventions in text that is engaging and complex.

6

One lesson that every child should learn is that life is not fair. I have learned this lesson more than once and have come to expect that not everything will go the way I want it to. Life just isn't like that.

Before I came to that realization I acted like a spoiled little brat. Till this day I still find myself acting like a two year old. Which was fine when I was two, but totally inappropriate for a thirteen year old.

When I was younger I had no idea that I couldn't have every neat little item in the universe. When I saw something on television or in the store I immediately got it in my head that I could have it. No problems, no hesitations, no questions asked. It was mine. Sometimes I did get what I wanted. Other times I heard those dreaded, hated, words from my parents mouths. "Life isn't fair!"

I despised those three little words more than anything else in the world. Those words meant the end. The end of all the arguing, the pleading, and the begging.

The end.

I knew once those words escaped my parents mouths I was beat. They won. I lost. Simple as that.

After this I usually stormed off to the safety of my bedroom and balled my eyes out because all my dreams of ever getting Rollerblading Barbie had been shattered, or I pouted for the rest of the day.

This happened more-than once. Actually, I lived through the pain and suffering of not getting what I wanted, many times. Therefore I have learned that life isn't fair more than once. As a child I simply didn't want to except that life wouldn't always go my way. The world couldn't possibly be cruel enough to let there be any dissapointments in my life. So instead of blaming it on the world, I blammed my parents. This didn't seem to bother them at all. Actually, it encouraged them. They just kept telling me that life isn't fair just hoping that one day it would sink in. Finally it did. I finally realized life isn't fair. That the world is indeed quite cruel. Although I still didn't like excepting it. I realized that for the time being life wasn't fair, but I would change all that. It was my duty to make it possible for every child to get what they want. I decided that before tackling the world I would start with myself. I tried everything. More begging, more pleading, even less wanting! Nothing worked. I was once again defeated by the terrible theory that life is not fair. I wanted so badly to prove it wrong. It became an obsession. Not an unhealthy one. Just an annoying one. I know see that I was very annoying. I was always whining, crying, and complaining. How my parents put up with it is beyond me.

Then one day I figured it out. They put up with me because they love me. They except the fact that I'm going to act like a bratty, annoying

pest every once in a while. So to show them how much I appreciated their patience and understanding I excepted the fact that life isn't fair. I gave up on trying to prove it wrong because I knew it was true. The only thing fair in this world is love. Although I still find myself pestering my parents, I mean, hey, it's worth a try. I just hope that my kids will learn this lesson a lot faster than I did. But if they don't I'll except it, just like I excepted the fact that "Life isn't fair."

Suck-up. Teacher's pet. Scruff. Cooties. Do any of these names sound familiar? They are all too familiar for me.

When I was younger I was called every one of those names and many others. The saying goes "Sticks and stones may break my bones but names will never hurt me." I don't buy it, because I know first hand how much names hurt.

In third grade I was a relatively happy child. I received good grades, was over-all popular, and was very athletic. Then the most horrific thing that could possibly happen did. We moved.

I went from being funny and out-going to quiet and self-conscious. The kids at my new school looked at me like I was from another planet whenever I tried to talk to them. After countless tries of making a friend, I gave up.

The names didn't start until halfway through the year. Gradually, starting with ~~whisper~~ whispers under their breath, the name calling escalated to the point where everyone, not just my classmates, poked fun at me.

I was the class suck-up and that's why I got good grades. I had glasses and braces, which at the time no one else had, so I looked like an alien. I wore sweat pants and t-shirts instead of jeans and dress shirts ~~as~~ like them. Just because I was different, I was a scruff.

I would come home every day and cry because I didn't know what I was doing wrong. At my old school I had never had problems

with friends. But here, no one liked me.

In fourth grade the names continued. I made some friends who were true blue and stuck by me. That year flew by because I had decided I had good quality friends and I wasn't going to let their childish games agitate me.

Eventually the kids stopped all together because they could see it didn't affect me any more. The irony to this story is as the years went on, those same nasty kids who made fun of me without knowing me first hand, got to know me through sports and they are all now my friends. Even though they like and accept me ~~to~~ now, I have never forgotten how much it hurts to be called names. To this day I make sure to stick up for people and I myself never seriously put down other people.

I think it is extremely important for kids to learn at as young an age as possible that names do hurt, and that they are putting themselves at a lower level by bringing down other kids.

There are many lessons that children should learn. Some of which are more important than others. Children should know how to get along with other people. They should know how to be polite and have good manners. Young people also really need to learn proper English, reading, and writing skills.

I think a child's ability to read and write is very important. They need to be taught this at a young age. If you read to your kids when they are very young and continue reading to them, they will have a greater chance of liking and being able to read when they get older.

Writing is also an important skill all kids need. People should encourage their children to write whatever and whenever they can. Even if your kids are not in school yet and don't know how to write letters they will be more apt to want to if they think it will be fun. So try to help them and tell them it is fun. Then maybe they will want to learn.

Here are some reasons that show it is important for children to learn these skills. If they don't they will struggle all through school. They can't get a good job or maybe not even graduate without them. People have more of a tendency to goof around or drop out of school if they are having a hard time, because of not knowing these basic skills.

If kids are not taught how to read and write properly, especially when they are young, it will make the rest of their school years a lot more difficult. They will probably have to go to special classes

because they have trouble. They may even get teased or made fun of because they can't read or write correctly.

Teenagers are more likely to drop out of high school if they are having difficulties. They may just get sick of having a hard time with things so they quit. I am sure that sometimes the reasoning for kids dropping out is that they can't do something that other people can and they feel bad that they aren't as good so they stop trying.

It will be hard for them to find a good job without proper English skills. If they don't graduate they won't get into a good, or probably not any, college. So they will more than likely not end up with a very nice job. They need to be taught these skills, so that won't end up happening to them.

I know that may seem a little extreme but that could happen, and I'm sure no one wants that to happen to them or their child. I don't want people to think I'm a nut, but I am just trying to make my point of how important it is to teach children how to read and write.

A important lesson that every child should know about is they should know there name, number, address, important phonenumber and important names. The reason they should know those is because what if they where on the way home and they got hurt and they were so hurt they couldn't move, so a person comes by walking and ask if they want help. They would need your name and either phonenumber to call some at your house for help or you address so they could bring you there, or what if you were at home to some thing's around the house and the only person at home with you is you son or daughter and you fell and could not get back up so you tell him/her to go and dial 911 the operator will have to know where you live to get you some help. But the kids can't learn how to do it them there self's they need help learning all the information, so the mother and father could take a couple of minutes every day to teach him/her all about it. If the parent can't take a couple of minutes every day to help your son/daughter then they don't want the child safe and that maybe they aren't ready to be a mother or a father. But the child has to understand they can't give there name address and phone number out to every person they see, only if they are hurt or in trouble is the right time to say that. If you have not all ready taught your child children the information they need to keep alive then teach them as soon as possible it's never to late for it.

Lessons

Listen to your parents. It is the most important lesson you could possibly learn. If I always listened to my parents, my life would almost be perfect. Take for example if you please. In the sixth grade my mother told me I should try out for the play. I refused. Later on when I saw the school production of Charlie And The Chocolate Factory. I wished that I had been a part of it.

You may not see my point yet, but by the end you will. On most of the occasions your parents will be right. But on some occurrences they will be wrong.

We were up at our camp. It was winter time. A cold blistering day. I wanted to go snowmobiling with my brother. My mom said that I wouldn't have a fun time. She was wrong. I had a blast.

It took me a long time for me to think of just one time my mother was wrong. That just proves my point more. You should always, well on most occasions listen to your parents.

If you do, even about small stupid things like the play. Then you will learn other lessons alongside this one so for my conclusion, listen to your parents, they have a lot to teach, if you let them.

1
A lesson that I think children should learn is that money doesn't grow on trees. We always hit up our parents for money over and over again that even thinking that money had to come from somewhere, someone had to work for it.

There are so many things you can do for money but we just like to beg our parents for it. That is why a lesson that children should learn is that money doesn't grow on trees

One morning as Ricky was riding the bus on his way to his first day of kindergarten, the five year old little boy watched curiously as some older boys yelled and screamed out the bus window. As he watched closer he heard some mean names being yelled to another young boy who was slightly overweight. Ricky was young and to him the older boys were smarter, so he ignored the boys figuring that they were friends with the overweight boy, and were just kidding around. Ricky continued his exciting bus ride to his first day of school.

When he got to school he met his pleasant teacher, Miss B, and also noticed a boy in his classroom who looked slightly familiar. Then, all of a sudden, he realized that the boy in his class was the same boy who was being yelled at on the bus. He decided to go talk to him.

"Hello, my name is Ricky. What's yours?" he asked politely.

"My name is Bobby" He answered back.

"I saw you out the window on the bus this morning walking to school. Were those boys yelling at you from the bus your friends?"

"No I've never seen them before

in my life. I don't like them, though.

"Why were they yelling at you? Did you do something to make them mad?" Ricky asked. He wondered why someone who yells things like that to people they don't even know.

"I've never even talked to them. They were screaming at me because I'm fat." Bobby got really sad. "It's going to be even worse tonight because I have to ride the bus home."

"Sit down class. We're ready to begin." Miss B ordered from her large desk at the front of the small classroom. Class had begun.

That night on the bus Ricky sat with Bobby and the two boys talked and giggled until a boy in the seat behind them began talking to Bobby.

"So how are you doing Bobby? I see you've made a new friend?" The boy said with a sly tone in his voice.

"I'm doing fine. This is my friend, Ricky." Bobby answered the boy shyly.

"Well, you must be one of the lucky ones. You made a friend at school instead of at the barn where a pig belongs!" The boy turned around and sat back down to have a good laugh.

"I'm not a pig!" Bobby muttered.

under his breath. At this point Bobby was on the verge of tears. Ricky had wanted to stand up for his friend, but he was too shy. When Ricky got off the bus he ran inside and was eager to tell his mother about everything that had happened to him that day. He told her everything including Bobby and what had happened to him on the bus.

"Ricky," his mother began, "those boys were being very mean to Bobby. They were judging him without knowing him. People shouldn't have been so mean to him because he's different."

That day Ricky had learned an important lesson. I think that everyone should learn this lesson, especially children.

Politeness has always been a very important lesson for children to learn. It is the key to success, and it reflects what people think about that child and how they will turn out in life.

One way that being polite can help a child is if, for example, he/she is selling something. Maybe for the Girl Scouts or just a school activity. Let's say that a child is selling magazines for his/her school. That person wants to raise a lot of money; so he/she sell magazines to all his/her family members, but still want to sell more. He/she decides to sell magazines around his/her neighborhood. There are two ways that he/she can sell these magazines. The first is for him/her to walk across his/her neighbors yard, through his/her's neighbors flowers, and slams on the door. When his/her neighbor opens their door, he/she say that they are selling magazines and would they like to buy one. This is not a definite way to get a sale. If he/she really wants to sell some magazines, they will have to try a lot harder than that. So instead of selling magazine the first way, he/she should try being a little more polite. First off, he or she should walk along a path, or just a better direction to his/her neighbors door. Then he/she should knock softly on the door instead of slamming on it. When they come to the door you should tell them what you are selling, what for, and what ever else they would like to know. Selling his/her's magazines this way will probably get him/her a sale. If so you say thank you and good-bye, and then he/she leaves. By doing this you will most definitely make more sales, and by doing that you will make more money for your school.

Another way that being polite can help, is maybe if someone lives near a small convinient store where they stop by at after school or just over the weekend. When you buy something there, or if you get

assisted, you should always say your pleases and thanks. By doing this, you can become much more friendly with the people there, and have a better chance at getting a job there when you are old enough.

These were two ways why a child should learn to be more polite. By doing this they have a much better chance of becoming successful in life, making new friends, and make yourself feel better about yourself.

2

Children are very curious so they will get into things and try lots of things. An important lesson that children should learn is not to get involved with drugs or alcohol. This lesson should be taught at an early age because if it isn't, kids will face peer pressure and won't know what to do. They'll say to themselves hey "I'll try it what's the harm?" but there is some harm you'll end up getting hooked. If a child does get involved with drugs he/she's parents should put him in a rehab center where they will learn a hard lesson.

The biggest reason kids do drugs is they think that every other kid is doing it but that's not true. And another reason is that they think they won't get hooked but they will. The biggest lesson kids don't learn about drugs is that drugs kill. They usually learn that when one of the kids

friends die or they get hospitalized for a while.

A lesson that young adults don't learn is that you can't drive while you are drunk. If you make it home in one piece after driving under the influence you better count your wishes.

So, in other words children should be taught that drugs kill and so does alcohol and if you try both of them you'll get hooked.

1

I think one of the most important lessons that children should learn is that smoking is a bad thing to get into and when I say smoking I mean smoking any thing no matter how safe it's cool as it will help you if it's free take it from a person who needs and another thing is when and if you start it's going to be just about impossible to quit!!

6

4

Have you ever sat at a desk, your sharpened pencil ready to write and the dooming stapled test blank ^{waiting} for you to fill "in"? No matter how hard you tried, could you not get your brain to think? The warm sun slips through the window in light rays filling the room with a sunny glow. To you, however, as you sit there, that warm sun starts to feel like blades of fire pounding against your back. The clock ticks monotonously in the background. Beads of sweat form on your forehead and start to slide down the slope. With clammy hands you squeeze your pencil tighter and tighter until your knuckles turn white. Your swimming brain blocks out all the answers you studied last night. "What should I do?" you wonder. You are going to fail.

Many kids get stressed out when the pressure is on. We start to panic when we don't know the answer, until all possible solutions are blocked out of our heads. On the long journey through school and the jump into our careers it is important to find a way to calm ourselves down. Stress is a barrier in life which all kids should learn to overcome.

Tests or homework assignments kids most often freak out on, but it can also be

catching a fly ball on a baseball field. I have watched many kids get tense, their knees buckle and their eyes grow as the ball comes near. Then those kids start to panic. In no time at all the ball will thump to the ground a few feet in front of them or roll through their legs. Then their face turns red with embarrassment. It's not fun, I know. In spelling bees or reading allowed a presentation kids often stress out as well. Then they will fumble their words and not remember what to say.

The best way to solve this problem is to learn to calm down. Taking a deep breath and remembering what he or she had planned will help the kid get through this stressful moment. Telling themselves that they know the information will also help them regain confidence more than worrying about what will happen if they fail.

Also, if possible, it often helps to get up, step away to grab a snack or a glass of water. The kid should try to calm his or her mind and cool off. If this is not possible in the setting he or she is in, imagining can calm them down as well.

From experience I know that this is an important lesson to learn. When

I was younger I would study for quizzes until I could recite the information backwards. When I would come into class I would sit down and soon get so nervous I couldn't think. I would panic. Even though I understood the information, I flipped out and wouldn't do well. My mom understood this and taught me how to calm myself down. That way I could show what I know.

Even now, sometimes doing presentations or when I come to a difficult question on a test, I start to get stressed. However now, I know it is better to stop and calm myself before continuing. A clear mind creates clearer answers I have found, and clearer answers shows what I know. Stress is a hurdle when I run the race of life. When it's put in my lane, I can't go around. "Be steady", I tell myself. Calmly, I can fly over the barriers of stress. Hopefully others can learn this lesson, and fly over it, too.